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ABSTRACT

The State Disadvantaged Child Project provides supplementary support services for 6,000 children residing in a low income core area and attending 10 elementary schools and 1 high school in Portland, Oregon. The project also covers other children, allocating funds to the Albina Youth Opportunity School (AYOS), Early Childhood Education Centers, and to a school program for Gypsy children. The funds provide personnel for physical education, music, nutrition, library services, teachers, aides, and/or support specialists. This report evaluates the achievement of the project. Section I provides an overall description of the programs which make up the State Disadvantaged Child project, including: sending school programs (whereby children residing within the boundaries of these school services may attend schools outside the care area); receiving school programs (whereby 15 schools receive students from the inner city care area); and special school programs. Section II summarizes the achievement data compiled for participating students, while section III contains budgetary information, and section IV presents a summary of the findings. In general, achievements of participating students were found to be comparable to or better than those of other District students, with upper grade students showing more gains than others. Appended is an end-of-the year report submitted by the Albina Youth Opportunity School. (AOS)

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INTRODUCTION

The State Disadvantaged Child Project begun in 196[illegible] is one of three major sources of supplementary funds for the basic educational needs of the educationally disadvantaged. Annually, Portland Public Schools has provided $500,000 to the Project and the State of Oregon $1 million for a combined total of $1.5 million. The project provides supplementary support primarily for children residing in the low income core area of the District which is served by ten elementary schools and one high school. Some of these children attend schools outside the core area. In these cases the concept of "money follows the child" is applied and funds ordinarily supporting these children are distributed to "receiving" schools to provide additional help for these children. None of the receiving schools qualified for ESEA Title I funds as did the "sending" schools so the funds were used to provide similar services to core area children going to these receiving schools.

In addition to providing support for disadvantaged children in District regular school programs, funds are allocated to the Albina Youth Opportunity School (AYOS), Early Childhood Education Centers, and Vestal School's program for Gypsy children. Most children enrolled in these programs reside within the low income core area.

This evaluation report is divided into four major sections. The first section includes a brief, overall description of the programs which comprise the State Disadvantaged Child Project: (1) sending school programs; (2) receiving school programs; and (3) special programs. More detailed descriptions of individual school programs are included in the project's proposal to the State. The second section summarizes the achievement data compiled for participating students. The third section includes budgetary information, and the final section is a brief summary.

Section I
Description of Programs

Sending School Programs

Ten elementary schools and one high school serve students residing within the low income core area of the District. These schools are referred to as "sending" schools because children residing within the boundaries of these school service areas may attend schools outside the core area. All sending school students may benefit from the project with some benefitting more than others depending on their needs and the services provided. The sending schools and the number of students in each grade are shown in Table 1. The total enrollment in these eleven schools was slightly over 6,500.

All sending schools also qualify and receive support from the District's ESEA Title I projects, so qualifying students in these schools receive benefits from two sources. Title I concentrates its efforts on basic skills development of the educationally disadvantaged, i.e., those performing at levels appreciably lower than their grade level peers. The number of Title I students in each sending school is shown in Table 2. The Title I enrollment in the sending schools was slightly over 2,500.

The use of State Disadvantaged Child Project funds varies considerably from school to school, yet there are common features shared by several. In several schools the funds enable the schools to expand or enrich their curricula by providing personnel for physical education, music, nutrition, and library services. In several schools the funds provide additional teachers, aides, and/or support specialists such as diagnostician, speech therapist and curriculum specialist for the basic skills programs. A few schools provide a unit or team leader who serves to coordinate the school's programs generally and particularly as the project relates to Title I.

A number of schools employ a community agent who serves as liaison between the school and the community, particularly parents. The purpose is to stimulate parent involvement which, traditionally, has not been extensive for parents of

Table 1

Sending Schools Total Student Enrollment
State Disadvantaged, October 1981

SCHOOL	GRADE S	PK	K	1	2	3	4	5	6	7	8	Total
Area I												
Boise	15	68	69	61	48	37	33	39	49	37	43	499
Buckman	31		35	48	38	27	35	38	33	36	36	357
Eliot		80	129	94	94	81	29					507
Humboldt		69	126	107	98	73	55	45				573
Tubman	6								171	175	134	486
Total Area I S-8	52	217	359	310	278	218	152	122	253	248	213	2422

	GRADE 9	10	11	12	Total
Jefferson	396	345	343	276	1360

Area II												
Irvington			96	103	78	107	88	135				607
King		95	135	90	70	65	61	64				580
Sabin	5	65	108	87	68	69	60	68				530
Vernon		79	117	103	88	67	67	51				572
Woodlawn	25	54	75	69	55	51	51	56				436
Total Area II S-8	30	293	531	452	359	359	327	374				2725
Total District S-8	82	510	890	762	637	577	479	496	253	248	213	5147

S = Special Education
PK = Pre-Kindergarten

Table 2

Title I Student Enrollment in Sending Schools,
January 1982

SCHOOL	GRADE S	PK	K	1	2	3	4	5	6	7	8	Total
Area I												
Boise [1]	15	68	69	61	48	37	33	39	49	37	43	499
Buckman	3			24	23	19	19	29	18	24	22	181
Eliot			40	46	42	27	9					164
Humboldt		6	33	36	55	29	19	7				185
Tubman									74	86	57	217
Total Area I S-8	18	74	142	167	168	112	80	75	141	147	122	1246

	GRADE 9	10	11	12	Total
Jefferson	175	96	50	21	342
Area II					
Irvington					134
King					296
Sabin					143
Vernon					241
Woodlawn					157
Total Area II S-8	147				971
Total District S-8	222	141	147	122	2217

S = Special Education
PK = Pre-Kindergarten

[1] Boise entire student population enrolled as Title I

disadvantaged children. The community agent assists with many after-school off campus activities including field trips arranged to enable disadvantaged children to share experiences which most non-disadvantaged children have.

A few schools use funds to provide full time, regular classroom teachers. Along with the aides, the effect here is to reduce the student to teacher ratio enabling the schools to provide more individual attention. Research indicates that time on task is most frequently correlated with achievement and the lower student to teacher ratio is one way of increasing the time.

Because the sending schools have a relatively high enrollment of minority students, several include multicultural experiences and arrange other activities designed to improve human relations and school climate. Support provided by the State Disadvantaged Child Project is expected not only to help in basic skill development, but to stimulate interest, motivation, and subsequent growth in other academic areas as well.

The program at Jefferson High School is a continuation of the competency based education approach developed previously at the school. English, social studies, and physical education are the curriculum areas represented with separate classes established for target students. Class size is purposely kept small, and teaching strategies consistent with student learning styles are used. The program, which accommodates about 125 students, is coordinated with the Title I program since many students are also eligible for services in the latter program.

Receiving School Programs

Altogether 15 schools receive students from the inner city core area--6 in Area I and 9 in Area II. The schools and the number of students in each grade served by the State Disadvantaged Child Project are shown in Table 3. Altogether about 800 students were served by the project; more in grades 6 to 8 than in the lower grades. None of the receiving schools met the socio-economic qualification for ESEA, Title I support; therefore, in these schools the funds were used in much the same manner as Title I.

Table 3

Receiving Schools State Disadvantaged Target Students

SCHOOL	GRADE 1	2	3	4	5	6	7	8	Total
Area I									
Ainsworth			5	3	2	1	2	2	15
Capitol Hill	9	5	7	5	16				42
Gray	1	2	1	0	5	6	26	11	52
Hayhurst	19	10	1	3	3	15	10	8	69
Markham						18	10	10	38
West Sylvan				6	4	1	4	8	23
Total Area I	29	17	14	17	30	41	52	39	239
Area II									
Alameda	13	15	5	6	14				53
Beaumont						30	46	20	96
Binnsmead						19	23	9	51
Duniway	1	9	8	7	7	4			36
Fernwood						21	29	29	79
Gregory Heights				11	21	27	12	28	99
Lee			5	4	1	5	1	2	18
Rose City Park	6	4	3	7	9	10	9	6	54
Scott		6	3	7	9	6	6	10	47
Total Area II	20	34	24	42	61	122	126	104	533
Total District	49	51	38	59	91	163	178	143	772

All receiving schools used funds to provide additional instructional personnel either in the form of teachers and/or aides mostly on a part-time basis. One school with a large enrollment provided a community agent on a part-time basis.

All receiving schools provided additional instruction in the basic skills for low achieving students. Instruction was usually provided individually, or in small groups of two or three, by teachers or aides under the supervision of teachers. Not more than two resident students for every transfer student also participated in the supplementary basic skills instruction and other project-sponsored activities--an arrangement intended to preclude resegregation and promote the objectives of the ESAA program. While a variety of materials and instructional strategies were used, perhaps the most salient feature across the school programs was the increase in time on task. The duration of time ranged from 10-15 minutes per day to a full class period depending on how the school scheduled the instruction. Some schools gave special attention to take-home materials, and otherwise tried to involve the parents.

In addition to basic skills instruction, some schools provided multicultural experiences and arranged student participation in special school activities to enhance student self-image. Higher achieving transfer students participated in many of these activities as well. Students were placed on student councils and safety patrols; assisted librarians, teachers, or other staff; learned to play musical instruments; and otherwise participated in activities they might not have if they had remained in their neighborhood schools.

Special Programs

The special programs to which State Disadvantaged Child Project funds are supplementary allocations include: Albina Youth Opportunity School (AYOS), Early Childhood Education Centers, and Gypsy Education Program at Vestal School. Each program is unique and serves a different population of students.

Albina Youth Opportunity School--AYOS is a non-profit, private alternative school serving students of middle and high school age. It began in 1967 as a storefront school for dropouts. Since then AYOS has become an alternative to

which students unable to cope with regular schools may be referred for special intervention. Most of the funds to support AYOS come from sources other than the District.

Students referred to AYOS are largely low achievers with a wide range of behavior problems, many of which have resulted in juvenile court involvement. They have a history of irregular school attendance and problems in school frequently resulting in suspensions and/or expulsions. Many are unable to attend to learning tasks for the duration of a class period, and as a result, are unable to keep pace with the regular classes. These students require services beyond those the public schools are able to provide. The main feature is individualized instruction in the basic skills in small group settings. AYOS previously had a separate middle school and high school, but now they are combined into one school.

Besides a state-approved basic skills curriculum, AYOS offers concentrated individual counseling, family therapy, and extensive personal attention in class made possible by a low student to teacher ratio. The basic skills program for high school students includes courses in math (M 1-2 and 3-4, MIA 1-2, and MPF 1-2), English (E 1-2, 3-4, 5-6), developmental reading (EDR 1), and social studies (SS 1-2, 3-4, 5-6). Courses in health and physical education are also taught. Counseling and family therapy is accomplished largely by counselor/advocates and social workers who also utilize resources of various human service agencies. The classes are purposely kept small by holding two sessions per day usually with not more than eight students enrolled in a class at any one time. An Oregon-certificated teacher coordinates the instructional program, and over the years nearly all classroom teachers have been certificated. Most AYOS students are rather reluctant learners, so classroom instruction is largely one-to-one.

The primary goal of AYOS is to return students to regular schools and students are encouraged to do so. When students appear ready to return, they receive assistance and guidance in making the transition. Dual enrollment, i.e., simultaneous enrollment in a public school and AYOS, is an option available to facilitate the process.

Early Childhood Education Centers--The State Disadvantaged Child Project provides partial funding for the Head Start Program which involves about 300 preschool children of low income families. Head Start is funded by the Department of Health and Human Services through the Administration for Children, Youth, and Families. Eleven classes are held in buildings on public school campuses (6 locations), and four are held in trailers not on school grounds (2 locations). The purpose of ECEC instruction is to strengthen language, personal-social, and cognitive skills of disadvantaged children to enable them to succeed subsequently in regular school programs. The curriculum covers nine subject areas: emotional development, social development, language development, cognitive development, large motor development, small motor development, numerical concepts, art, and music. About twenty students are enrolled in each class which meets daily from 9:00 a.m. to 1:00 p.m. Classroom activities are arranged to alternate between large and small group activities. Special services of a speech therapist, psychologist, and social service coordinator backed by a variety of social service agencies are also provided.

Parent involvement is especially encouraged, recognizing that parents are a strong influence on the educational outcomes of their children. Time is made available for teachers to work with parents, and home visits are particularly encouraged.

Gypsy Education Program at Vestal School--For many years the Gypsy community has been, and still is, a relatively isolated subculture within the greater Portland area. A part of the isolation is their non-participation in free public education in which they have been encouraged to participate over the past several years. The intent is not to influence the Gypsy culture, but to enable Gypsy children to be prepared more adequately to deal with the larger society with which they are in constant contact.

The primary focus is to enroll and mainstream as many Gypsy children as possible into regular school classes at Vestal School. Previously, separate classes for the children were taught. Cooperation from the Gypsy community is sought by involving leaders of the community.

All children, particularly ages 5-14, are recruited by Gypsy leaders and encouraged to enroll. Because few have attended school previously, assignments to grade levels are made according to chronological age. Usually two or more students are assigned to any given classroom where they participate as regular students. The program is administered by the principal at Vestal School.

Section II
Achievements of the Project

The achievements of the State Disadvantaged Child Project are presented in terms of the programs which comprise the Project. This section is divided according to the programs described in Section I.

Sending School Programs

It is assumed that all students in the sending schools benefit from the services provided through the State Disadvantaged Child Project. One evaluation compares the performances of the students in the sending schools with those of all district students in each grade--the latter group viewed as a normative population. The sending schools also have Title I programs which serve students who meet the qualifications for services in basic skills instruction. The second evaluation compares the performances of these Title I students with those of the State Disadvantaged Child Project students attending receiving schools and also with those of all Title I students in the district--the latter two groups meet similar qualifications for services in basic skills instruction.

Comparable achievement data across all sending schools were obtained from the Districtwide testing program for grades three through eight using the Achievement Levels Tests in reading, math, and language usage. In interpreting the results, it should be noted that all but one of the ten elementary sending schools had students in grades three through five--one has students up to grade four--and only three schools had students in grades six through eight, one being a middle school. Therefore, the data are fairly representative of core area students in grades three through five, but may not be entirely representative for grades six through eight. Table 1, presented earlier, shows a smaller number of students in each of grades six through eight than in the lower grades indicating a number of students of middle school age in the core area do not attend one of these sending schools.

Achievement data comparing the performances of the sending school students with those for the remaining students in the district and with all district students are shown in Table 4.

The data show the fall and spring scores of the sending schools, collectively, are below those for the district and other students in all grades and in all subjects, except Spring grade 8 in language usage The scores of individual sending schools are below the district averages as they have been in past years. In terms of gains, the differences for grades 3 to 5 are generally small--less than one RIT unit. In grades 6 to 8 which involved only three schools, the gains of the sending schools were consistently larger than those of the district. These differences between the upper and lower grade groups are probably related to the fact that only three schools, one a middle school, had upper grade students as indicated above. The differences are not attributable to the middle school, however. In general, the average gains of students in the sending school were larger than those for other district students. The magnitude of the gains, however, warrants further comment.

A considerable amount of data compiled from the District's Achievement Level Tests show that the mean gains of students with lower fall scores, lower than the average for a grade, tend to be larger than the gains of students with higher scores. Not only do gains appear to differ relative to scores within grades but across grades as can be seen in Table 4 where the gains of the lower grades with lower scores are larger than the gains of the upper grade students. It is possible that a certain amount of statistical regression, as the phenomenon is called, remains even though the District's testing program involves ability level testing--a practice used to reduce regression. Indications are that the effect on the sending school scores would be very small, if any, so the achievements of the sending school students appear to be quite satisfactory.

All sending schools were also Title I recipients, and it is possible that achievements of students when given additional attention were greater. Table 5 contains data to compare the performances of the Title I students in the sending schools with those of other Title I students in the District and with Project students in the receiving schools. Fall achievement scores for all three groups are fairly comparable because criteria used in selecting students

Table 4

Achievement Data for Sending Schools,
Other District Schools, and Total District

		READING				MATH				LANGUAGE USAGE			
GRADE	GROUP	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
	Sending	435	185.02	191.56	6.54	441	180.36	189.05	8.69	424	190.07	192.73	2.66
3	Other	2361	188.00	193.96	5.96	2391	183.74	193.80	10.06	2361	192.01	195.06	3.05
	Total	2796	187.54	193.59	6.05	2832	183.21	193.06	9.85	2785	191.71	194.70	2.99
	Sending	395	192.29	197.52	5.23	396	190.27	200.52	10.25	389	193.08	199.86	6.78
4	Other	2488	196.59	201.90	5.31	2503	195.48	204.96	9.48	2483	196.87	203.00	6.13
	Total	2883	196.00	201.30	5.30	2899	194.77	204.35	9.58	2872	196.36	202.58	6.22
	Sending	361	199.30	203.78	4.48	370	200.43	205.13	4.70	360	199.66	204.09	4.43
5	Other	2746	204.09	208.15	4.06	2760	205.56	210.80	5.24	2741	203.76	208.19	4.43
	Total	3107	203.53	207.64	4.11	3130	204.95	210.13	5.18	3101	203.28	207.72	4.44
	Sending[1]	203	205.67	210.65	4.98	199	208.30	214.34	6.04	198	205.02	210.78	5.76
6	Other	3096	210.45	213.47	3.02	3104	212.59	217.38	4.79	3083	208.89	211.87	2.98
	Total	3299	210.15	213.29	3.14	3303	212.33	217.20	4.87	3281	208.65	211.81	3.16
	Sending	204	210.90	214.11	3.21	201	213.79	218.75	4.96	202	208.64	214.16	5.52
7	Other	3018	215.76	217.92	2.16	3051	219.58	224.01	4.43	3028	212.85	215.65	2.80
	Total	3222	215.45	217.67	2.22	3252	219.22	223.68	4.46	3230	212.59	215.56	2.97
	Sending	160	217.34	220.23	2.89	161	220.91	225.86	4.95	157	212.88	219.02	6.14
8	Other	2886	219.65	222.23	2.58	2881	225.10	229.21	4.11	2878	215.61	218.37	2.76
	Total	3046	219.53	222.13	2.60	3042	224.88	229.04	4.16	3035	215.47	218.40	2.93

[1]Only three sending schools had students in grades 6 to 8.

Table 5

Achievement Data for Title I Students in Sending Schools,
State Disadvantaged Students in Receiving Schools,
and Title I Students in other Title I Schools[1]

		READING				MATH				LANGUAGE USAGE*			
GRADE	GROUP	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
	Sending T-I	169	171.87	180.95	9.08	110	173.21	181.30	8.09	43	185.14	185.51	0.37
3	Receiving	27	182.07	188.52	6.45	28	178.21	187.32	9.11	27	185.04	186.93	1.89
	Other T-I	366	168.50	178.21	9.71	288	171.58	181.06	9.48	97	177.45	179.31	1.86
	Sending T-I	129	179.39	187.07	7.68	124	180.06	192.15	12.09	30	184.77	194.40	9.63
4	Receiving	49	182.92	187.45	4.53	51	179.53	189.86	10.33	50	182.18	189.40	7.22
	Other T-I	309	177.40	185.84	8.44	249	180.99	191.99	11.00	98	182.91	189.40	6.49
	Sending T-I	117	184.87	192.98	8.11	124	189.49	194.60	5.11	27	190.19	197.33	7.14
5	Receiving	81	189.42	194.86	5.44	86	190.52	196.79	6.27	80	189.64	197.36	7.72
	Other T-I	323	183.98	191.52	7.54	285	189.28	196.44	7.16	104	182.88	191.21	8.33
	Sending T-I	86	191.03	196.95	5.92	79	195.35	201.56	6.21	64	190.69	198.31	7.62
6	Receiving	142	196.21	198.88	2.67	141	197.33	201.58	4.25	141	194.94	198.84	3.90
	Other T-I	361	191.18	196.34	5.16	356	195.55	201.21	5.66	108	189.11	196.82	7.71
	Sending T-I	79	198.87	202.86	3.99	87	203.24	208.54	5.30	81	199.46	205.21	5.75
7	Receiving	156	202.22	204.38	2.16	157	206.09	209.94	3.85	154	201.38	205.84	4.46
	Other T-I	306	195.48	198.45	2.97	267	200.06	205.44	5.38	108	193.67	200.04	6.37
	Sending T-I	57	207.65	211.00	3.35	72	210.58	215.81	5.23	67	205.21	212.06	6.85
8	Receiving	118	204.83	207.12	2.29	119	209.19	213.74	4.55	115	203.22	207.90	4.68
	Other T-I	259	199.49	202.55	3.06	230	206.53	210.88	4.35	86	198.10	203.22	5.12

[1] Title I scores are only for students enrolled in Title I reading, math, or language usage programs

were similar. Also, the scores of all three groups are appreciably below the averages of the District students and below those for all sending school students combined (compare with data in Table 4).

Table 5 shows the fall scores of the Title I students in the sending schools tend to be slightly higher than those of the other Title I students. This may be related to the additional funds these schools receive and to the fact that all students in one school are considered Title I. The gains of the sending school Title I students were generally comparable or larger than the gains of other Title I students. This is in spite of their higher fall scores which tend to result in smaller gains. The additional support of the State Disadvantaged Program appears to have resulted in greater gains for the sending school Title I students.

At Jefferson High School the Project funds continued to enable the school to offer skill and basic level classes in English, math, social studies, and health. Students in these classes were identified as educationally and economically disadvantaged with an estimated 75% of them enrolled in the school's Title I program. Since most of these students were also in the Jefferson Title I reading programs, a comparison of the scores of the Jefferson Title I students with those of Title I students in the other two high schools combined seems appropriate. These data are shown in Table 6.

Table 6

RIT Gains for Jefferson and other High School Title I Students in Reading

	GRADE							
	9		10		11		12	
GROUP	N	GAIN	N	GAIN	N	GAIN	N	GAIN
Jefferson	90	5.89	54	6.04	26	4.00	8	2.25
Other	141	4.79	64	5.73	13	2.92	3	7.33

The number of matched fall-spring scores appears adequate for comparison purposes in grades nine through eleven. In these grades the results show the Jefferson students made larger gains than their peers in the other schools. An examination of the Fall scores (not shown) from which gains were computed showed that the scores for the Jefferson students were about the same as those

of students in the other high schools. The consistently larger gains of the Jefferson students across all grades and the observation that the differences in gains do not appear to be entirely a result of regression, tend to indicate the achievements of the Jefferson program were satisfactory.

The small, remedial classes especially in English and social studies, perhaps, made it possible to provide individual attention at the appropriate times. The students, generally reluctant learners, do not function well in larger classes of twenty or more, particularly when the curriculum is beyond their level of achievement and individual attention is infrequent. In these remedial classes students receive personal attention several times a day to keep them on task. Research has shown quite consistently that time on task is related to achievement.

The achievement test results tend to indicate the performances of the sending schools were generally satisfactory. The slightly lower performances in grades three to five tend to indicate areas for program improvement. Schools should examine their achievement data from the districtwide testing program to determine possible areas for improvement.

Receiving School Programs

As indicated in Table 3, a total of 772 students in grades one through eight were identified as State Disadvantaged Child Project students in the fifteen receiving schools. The number of students in each school and especially in each grade, was too small for reasonable inferences for grades within each school, so the data were pooled across the schools. The results are included in Table 5 along with those for Title I students in the sending schools and Title I students in the remaining schools. The procedures and criteria for selecting students for the respective projects are similar. And, although the fall scores of the receiving school students are generally higher, the differences are relatively small, indicating that the students in each group are fairly comparable.

Achievement test scores for both fall and spring were available for nearly 600 receiving school students in grades three through eight. There were over

twice as many with scores in grades six through eight as in grades three through five, so the distribution matches that for the total population of receiving school students.

The results in Table 5 show the gains of the receiving school program students were generally smaller than those of the majority of the Title I students in all three subjects. Even though the gains of the receiving school students were generally smaller, they were comparable to those of the total district which are shown in Table 4. Comparisons with Title I may not seem entirely appropriate because scores for only those receiving supplementary instruction in the given subjects of reading, math, and language usage were included in the Title I results shown in Table 5. To examine the appropriateness of the comparison, achievement gains of Title I students were calculated to include all students regardless of the Title I subject in which they were enrolled. These calculations showed Title I gains which were generally only slightly smaller, so that even on a more comparable basis the interpretations remain relatively unchanged.

Special Programs

Albina Youth Opportunity School (AYOS)--During the 1981-82 school year AYOS enrolled 126 students. The year-end report submitted by AYOS (Appendix A) provides information on the educational program, various student characteristics (e.g., ethnic origin, living arrangements, juvenile court involvement, CSD/AFS involvement, reasons for leaving public schools, last school attended), student achievements and more recent developments for the 1982-83 school year.

A majority of the students were Black and male in the age range of 14-16 years. Nearly half of their families received CSD/AFS assistance and nearly 60 percent lived with a single parent. Virtually all students came from district high schools or middle schools; two of five students had prior involvement with juvenile courts. The two major reasons for leaving public schools were non-attendance and behavior problems, or both. Nearly 30 percent were suspended or expelled from public schools.

Average daily attendance was 93 percent which is a dramatic increase from past years' averages of about 65 percent. Teachers attribute this increase largely to closer supervision. Because AYOS receives students at various times during the year and attempts to facilitate their return to regular schools as soon as they are ready, most are not enrolled for the full school year. Lengths of stays at AYOS range from about one to five months with a few staying for longer durations.

High school students were graded for their work and received credit by meeting AYOS criteria for regular attendance and completion of work assignments. End of the year records indicated that 54 percent resulted in return to regular schools or other satisfactory placement such as GED program, Job Corps, or community college.

The AYOS annual follow-up study completed in Spring 1982 of 99 high school students enrolled the previous year showed nearly 70 percent with satisfactory outcomes of either attending public schools or graduating (N = 51), or in vocational/alternative schools or employed (N = 16). Outcomes for nearly 25 percent can be considered unsatisfactory (N = 24) with an equal number either in a detention facility or "not in school" indicating no particular status. For the remaining (N = 8), except for one deceased, their status was unknown.

Court records reviewed annually as part of the follow-up showed a reduction in referrals from an average of 2.6 per student to 0.6 following their enrollment at AYOS. Slightly over a third of the students with court referrals before or during their enrollment at AYOS had not been referred again up to the time of the follow-up about a year later.

A follow-up of 39 middle school students enrolled during the 1980-81 school year showed nearly half with satisfactory outcomes of either attending public schools (N = 12) or an alternative school (N = 7). Outcomes for over a third can be considered unsatisfactory with 10 in detention facilities and 5 more not in school. Status for the remaining 5 was unknown.

Court records showed only a slight reduction in referrals from an average 2.5 to 1.9. All but 5 students had court referrals prior to entering AYOS, and 9 of those referred previously were not referred again up to the time of the follow-up study.

Early Childhood Education Centers (ECEC)--The ECEC's receive most of the funds for their preschool programs from the Department of Health and Human Services' Administration for Children, Youth, and Families. Evaluations are conducted jointly by the Region X Office and the program. The program prepares its own self-evaluation according to federal guidelines, and each year the Region office visits for observations and reviews. The evaluations include compliances with various, and numerous, administrative requirements as well as student data and performances.

During the 1981-82 school year, a total of 305 students were served. Established requirements for the number of handicapped students (minimum of 10 percent) and number above the accepted poverty level (maximum of 10 percent) were met. Fifty percent of the students were Black, 30 percent were White, and the remaining 20 percent was largely Southeast Asians.

Gypsy Education Program--For several years, the program made various attempts to educate Gypsy children. The most recent was a sixteen-week program which accommodated to the Gypsy lifestyle. Two Gypsy leaders were employed by the project to recruit students and to serve as liaison to the Gypsy community.

In November 1981, attendance records showed that 14 children had been enrolled since school started in September, but only 2 were attending at that time. As a result, a goal of enrolling 20 students and attending regularly was established to be achieved by the holiday break, December 18, 1981. On January 4, 1982, the principal at Vestal School reported that only two Gypsy students were enrolled, and the prospects of enrolling more was nil. The program was declared terminated as of December 18, 1981. Gypsy children would continue to be encouraged to attend and Vestal would accommodate them, or the children could attend other neighborhood schools.

Section III
Program Budget

The distribution of the total budget for schools and programs is shown in Table 7. Of the total budget, 65.2 percent was allocated to the sending schools, 15.5 percent to the receiving schools, 12.6 percent to the special programs, 4.5 percent to program support and 2.1 percent to administration. Based on the allocations to the schools, the average cost per project student in the sending schools, which includes all students attending these schools, was about $190. The average cost per project student in the receiving schools was $302.

Table 7

Budget for State Disadvantaged Child Project
1981-82

AREA I	
School	Allocation
Sending Schools:	
Boise	$101,051
Buckman	54,650
Eliot	82,012
Humboldt	104,489
Tubman	68,399
Jefferson	135,079
Total	$545,680

AREA II	
School	Allocation
Sending Schools:	
Irvington	$ 60,013
King	125,455
Sabin	73,898
Vernon	89,022
Woodlawn	84,210
Total	$432,598

Receiving Schools:	
Ainsworth	$ 8,723
Capitol Hill	4,655
Gray	10,707
Hayhurst	9,208
Markham	8,387
Sylvan/West Sylvan	4,846
Total	$46,526

Receiving Schools:	
Alameda	$ 24,383
Beaumont	47,240
Binnsmead	18,900
Duniway	11,172
Fernwood	36,165
Gregory Heights	14,431
Lee	7,269
Rose City Park	16,477
Scott	10,663
Total	$186,700

Special Programs:

Albina Youth Opportunity School		$ 33,300
Early Childhood Education		77,682
Vestal School		14,000
(Special School Projects)		64,159
	Total	$189,141

Administration:

Area I Office		$ 8,160
Area II Office		23,000
	Total	$31,160

Program Support:

Area I Office		$37,695
Grants Management/Contracts-District Programs		23,000
Evaluation Department		7,500
	Total	$68,195

Total Allocation $1,500,000

Section IV
Summary and Comments

The State Disadvantaged Child Project provided support largely for students residing in the Portland core area served by ten elementary schools and one high school. Resident students transported to 15 schools outside the core area received instruction comparable to Title I in their respective receiving schools. A little over 5,000 students attended the core area sending schools, and nearly 800 more attended the 15 receiving schools. A common focus of the State Disadvantaged Child Project in sending and receiving schools was achievement in the basic skills.

Partial support was provided to three special programs which served special groups of students largely residing within the core area. Basic education with emphasis on basic skills was the main goal of these programs. About 450 more students were involved to a significant extent with these programs. Altogether, over 6,000 students were served by the State Disadvantaged Child Project.

The central focus of most programs was basic skills achievement, and the bulk of the evluation data were obtained from the districtwide testing program in grades 3 to 8. In general, achievements of students in the State Disadvantaged Child Project during the year were comparable to those of other District students or better with upper grade students in the sending schools showing more gains than the others. To a certain extent, the larger gains of the sending schools appeared to be related to their Title I programs.

Supplementary instruction for the project students in receiving schools involved basic skills as did the Title I programs; however, they did not achieve as much as Title I students, particularly in the upper grades. Perhaps receiving schools with project students particularly in grades 6 to 8 should examine their programs to determine areas for improvement. Test data for individual schools will be reviewed with school personnel for this purpose.

APPENDICES

END-OF-THE YEAR REPORT

SUBMITTED TO

SCHOOL DISTRICT NO. 1

by the

ALBINA YOUTH OPPORTUNITY SCHOOL

Office of

Marv Rasmussen

Director, District Programs

June 18, 1982

The Albina Youth Opportunity School (AYOS) is a private, non-profit alternative school which has been in operation since 1967. It was founded as a high school for dropouts and youth who were on the verge of dropping out because they were unable to function within the regular school system. Annually, the school serves from 100-150 students, with most of the students remaining two to four terms.

An outreach program has been established for the last several years where-in students are referred by the public schools, the Juvenile Court of Multnomah County, the State of Oregon Children's Services Division, Portland Youth Service Centers and parents.

The goal of the Opportunity School has been to prepare students to survive in his or her own neighborhood public school. Thus, every effort has been made to help students reenter public school. Specific services aimed at facilitating this return include state-approved basic skills instruction, individual counseling, and recreational activities. AYOS also co-sponsors the Portland Youth Challenge Project, (see page 7).

A socio-economic profile of students presently attending AYOS indicates a high percentage are minority children from low-income families living in the inner-city, high crime rate area; most live in single-parent homes or are wards of the court living in foster care; a majority have prior court involvement; and some have status offense records. As individuals they have low motivation and low self-esteem. Their involvement in school has been characterized by a history of failing grades and disruptive classroom behavior. By the time students enter AYOS most have lost interest in attending class and are on the verge of dropping out or may have already been suspended or expelled from school. (Many are 3-4 or more academic years behind their peers.)

Some general characteristics of these students include:

- negative self-image
- poor health and nutrition
- low English language concept development
- often suffer low-level intrinsic motivation due to lack of successful experiences and access to positive adult models.

AYOS offers services which are supportive of the over-all educational goal. These services include the expertise of trained counselor-advocates who perform outreach services, coordinate service delivery, maintain liason contacts with other schools and agencies, and work individually with the youngsters to improve behavior.

The staff is also experienced in the area of competency development. Competencies were written by the Opportunity School which were compatible with both district goals and the basic school philosophy. That is, they should prepare a student for survival in society.

The basic program components available to the student at AYOS -- individualized education, counseling, (family therapy), and recreation -- are not available to students in any other single setting elsewhere, simply because students are unable to attend public school programs.

By providing students with an educational option, AYOS has retained hundreds of youngsters within the educational system.

ENROLLMENT DATA

During the contract period ending June 30, 1982, a total of 126 students were enrolled in classes at AYOS.

Students are encouraged to begin the school year in public school, thus giving them the opportunity to succeed in a regular school environment. Enrollment builds gradually during the first grading period, with the school normally carrying an enrollment of over 50 students by the second grading period. Enrollment is not constant throughout the year, but fluctuates with the demand for services, and student transitions to other placements.

High School Demographics

Total Enrollment	126		
Ethnic Origin:	Black	(109)	87%
	Caucasion	(15)	12%
	Hex/Amer	(2)	2%
Sex:	Male	(85)	67%
	Female	(41)	33%
Age at time of Enrollment:	Years		
	12	(2)	2%
	13	(8)	6%
	14	(35)	28%
	15	(32)	25%
	16	(37)	29%
	17	(11)	9%
	18	(1)	1%
Living Arrangement:	1-parent family	(72)	57%
	2-parent family	(36)	29%
	with relatives	(9)	7%
	foster care	(6)	5%
	group	(6)	5%

* Juvenile Court Involvement:		
Students who had prior juvenile court involvement	(48)	38%
* CSD/AFS Involvement:		
Students who received some state aid or assistance (includes those whose families received public assistance; those who were wards of the court, etc.):	(52)	41%
Primary Reason for leaving Public School/Referral to AYOS:		
Academic/non-attendance	(90)	71%
non-attendance/behavior	(9)	7%
behavior problems	(20)	16%
other (referred at request of parents, court referral, etc.)	(14)	11%
Number Suspended or Expelled from Public School:	(35)	28%

FEEDER SCHOOL	
Beaumont	(8)
Buckman	(1)
Chapman	(1)
Cleveland	(1)
Clinton Kelly	(1)
Crossroads Christian	(1)
Fernwood	(3)
Grant	(31)
Gregory Heights	(1)
Jackson	(2)
Jefferson	(48)
Lents	(1)
Lincoln	(2)
Madison	(5)
MacLaren	(2)
Metropolitan Learning Center	(1)
Mt. Tabor	(1)
Marshall	(3)
Ockley Green	(2)
Open Meadow Learning Center	(1)
Out of State	(1)
P.C.C.	(1)

* This information is requested at the time of the student's enrollment, however, due to some student's reluctance to make this information available to us, it is not recorded for every student. Therefore, these figures may be low.

feeder schools (cont) _____

Portsmouth	(2)
Robert Farrell	(1)
Roosevelt	(8)
Sacred Heart	(1)
Scott	(1)
Voacational Village	(1)
Wilson	(3)
Witaker	(1)

Transitions from AYOS _____

At the end of this school year, our records indicate that 54% of the students had successfully transitioned to public school or other satisfactory placements. Alternative placements include community college G.E.D. program, Job Corps, etc.

CURRICULUM _____

MATHEMATICS	M 1-2, 3-4	General Math
	MIA 1-2	Introduction to Algebra
	MPF 1-2	Personal Finance
ENGLISH	E 1-2, 3-4, 5-6	Freshman, Sophomore, Junior
READING	EDR 1	Developmental Reading
SOCIAL STUDIES	SS 1-2, 3-4, 5-6	American History
		Community Problems
		Government/Economics
HEALTH EDUCATION		Basic Health
PHYSICAL EDUCATION		General PE
MINI COURSES		Health
		Environmental Science
		Geology of St. Helens
		Calligraphy
		Astronomy
		Science - Body Systems
		Oregon Geography
		Street Law
		Nutrition
		Oregon History

Curriculum (cont) _____

Language Arts

15 Quarter Credits Granted
183 Grades Awarded

Language Arts classes consisted of instruction in the areas of reading, writing, listening, and literature. There was a heavy emphasis on parts of speech, sentence structure and writing skills. Daily Journal Writing was utilized to introduce students to creative writing and to help develop writing skills.

Developmental Reading

31 Quarter Credits Granted
182 Grades Awarded

Individualized programs were designed to help each student improve in his or her area of greatest weakness. Students were instructed in basic survival skills such as following written instructions, reference and study skills, reading comprehension and literary skills.

Mathematics

22 Quarter Credits Granted
156 Grades Awarded

General Math 1-2 consisted of individualized instruction in mathematical competency areas based upon weaknesses discovered in diagnostic testing. The course focused on instruction on the operations on whole numbers, fractional numbers, decimal numbers and percentages.

Genral Math 3-4 consisted of individualized instruction in whole number operations, fractional number operations, decimal number operations, percentages, ration and proportion, statistics, metrics and geometry.

Subject areas covered in the Personal Finance course included skills review, budgeting, interests, purchasing, taxes, banking and consumer protection..

The introductory Algebra course (MIA 1-2) comprised a basic review of mathematical skills, properties of numbers, signed number operations, linear equations, linear inequalities, factoring polynumerals, simplifying algebraic fractions and combing algebraic fractions.

Social Studies

41 1/4 Quarter Credits Granted
133 Grades Awarded

Community Problems covered environmental issues including ecology and enrgy conservation; consumer issues; geography; youth and the law; values

clarification; and such specific community problems as racism, community relations with the police, and religious conflicts.

American History covered the settlement of America, the revolutionary war, an analysis of the constitution, industrialization, urbanization, social reform, protest groups, foreign policy, powers of the presidency, the election process, and problems facing modern America.

Government/Economics included a survey of local, state, and federal governments -- their history, structure, function, and relationships with one another; other governmental structures; the role of the worker; career education; basic economic problems; micro and macro economics, and technology and specialization.

Physical Education

AYOS provided organized recreational activities including basketball, volleyball, swimming, softball, etc. The Matt Dishman Community Center made its facilities available to AYOS students for some of these activities.

Mini Courses

The Mini Course is new this year. They are three-week courses that are held for fifteen minutes each day. They're designed to give our students information about a special subject like: drug abuse, Mt. St. Helens, Ecology, Caligraphy, Astronomy and Zoology. Outside speakers and field trips were utilized frequently in these courses.

Credits/Grades Earned

A student who had more than nine unexcused absences during a grading period could not receive credit. Students who failed to complete sufficient work for a class did not receive credits or grades. Students who exceeded the number of allowed absences or who did not complete their work, were given the opportunity to make up the time and the work.

The 1982 PROGRAM

AYOS is currently involved in its second year of the four-year Basic Skills Improvement Program, funded by the State Board of Education through the Multnomah County Education District.

During the 1960's, the Federal government set up funds for a "Right to Read Program" designed to address literacy problems in the United States. This project then developed into the Basic Skills Improvement Program which addresses remedial needs for program recipients in the areas of: reading, writing, speaking, listening, and math. The intent of the Basic Skills Program has been to improve comprehension of these skills at the building level and also to coordinate available resources.

The Program is divided into four one-year phases: year one involves assessment of needs within the individual schools; year two (currently in progress) involves program and staff development; year three is the actual implementation of the program; and year four provides for program evaluation.

Based on the assessment of needs determined during year one, a writing program was developed for AYOS students that addresses their previous tendencies for failure, absences and short durations in school. The AYOS program was also designed to help students think and make decisions.

The daily Journal Writing component that resulted from this planning is used as a medium for students to integrate their school experiences. (Example assignment: Describe what you liked and what you did not like about today's social studies lesson.) The writing assignments are also tied to personal experiences. The Journals are non-graded. Teachers may respond to the content - but the idea is to encourage writing on a daily basis, as well as self-expression. The result has been to offer the youngsters a product they can take credit for; and the up-shot has been a 25-30% increase in attendance over the past year.

Team Teaching

AYOS has implemented a team teaching approach this year, utilizing all teachers in the classroom at one time. (We continue to provide the one-on-one basic skills instruction which most students require to improve their academic skills.)

The lead teacher for each class, the teacher certified in that particular subject area, is aided by the two remaining teachers. This additional assistance in each class has accommmodated individual understanding and completing of assignments, provided personal support to students, and helped maintain order in the classroom. Attendance records disclose a marked improvement this year. (Total attendance for 1980-81 was 66% compared to 93% for school year 1981-82.) Teachers have attributed this success, partially, to the open classroom which retains the youngsters in one area through the entire session - affording them less opportunity to leave the building unnoticed.

Portland Youth Challenge Project

This year, AYOS and the Northwest Outward Bound School (NOBS) Projects Center have jointly developed the Portland Youth Challenge Project. This program has been designed to provide positive and transferrable educational experiences for disadvantaged, "high-risk", educationally handicapped and minority youth who have not been able to succeed in public school. Through a comprehensive graduating program, students will : 1) strengthen self-respect and self esteem, 2) develop awareness of abilities, limits and potential, 3) strengthen interpersonal communications, 4) improve group interaction and problem solving skills, 5) increase repect and awareness of the environment, 6) learn outdoor living skills 7) improve relations with their community, 8) increase capacity for responsibility, and 9) develop leadership skills.

Project activities include: a ropes course, rock climbing, first-aid training, community service, work experience, personal and group counseling, a two-day river rafting trip on the Deshutes River, and a final two-week wilderness experience.

Six AYOS students have been participating in the program since its onset (March 1982) along with nine other youngsters from similar agencies in North or Northeast Portland. AYOS staff have participated in the planning, fundraising, development and implementation of the project.

Funding for the Project has been provided by the Public Welfare Foundation and Rose E. Tucker Charitable Trust.

Family Therapist

In January, 1982, the Multnomah County Juvenile Services Commission discontinued funding for the AYOS part-time Family Therapist who had provided short-term therapy to students and families, on-site crisis intervention, and consultation and training for staff. The services were targeted primarily for at-risk youth who have or are likely to engage in delinquent activities.

The multiple needs of the youth we serve is evidenced by our statistics which show a high degree of school behavior and social adjustment problems; high academic failure; low school attendance; high juvenile court involvement and a high family reliance on public assistance.

An assumption basic to our program is the necessity of relating the home and the school environment if restorative or preventive services are to be successful. We believe that the accessability of a family therapist to aid the student's in breaking failure cycles, and providing support to their families makes the difference between success and failure. Therefore, we have redeveloped this component of our program into a full-time position; and have received a $12,000 pledge from the Templeton Foundation of Portland in support of the Family Therapist.

COUNSELING

At the time of enrollment, a thirty-minute intake conference including incoming student, parent, counselor and director is held to assess student's adademic, attendance, or behavioral problem areas in which the student needs improvement. Records have been requested from the feeder school, and the public school administrator or counselor is consulted to determine the specific reasons for the student's referral.

During this conference, the student is encouraged to discuss the "problems" and to participate in setting academic and behavioral goals while attending AYOS. A plan is developed for each student to insure that the student will benefit from his/her enrollment at AYOS, as well as the establishment of goals for the student's eventual transition to public school or other appropriate placements (community college G.E.D. program, vocational training, the Job Corps, etc.).

AYOS counselor/advocates work cooperatively in case planning with feeder school counselors and administrators, CSD caseworkers and court counselors.

Subsequent conferences are held through-out the term to check individual student progress. Goal setting is an integral part of the conferences.

- Regularly Scheduled Conferences

  held quarterly with individual students and all staff with the purpose of discussing student progress.

- Complimentary Conferences

  held intermittently to inform students in regards to their positive growth and/or progress academically

- Referrals by Teachers

  Teachers may refer student to counselor for classroom behavior and/or academic acheivement problems.

  Counselor and teacher attempt, at this time, to involve student in negotiating solution.

- Parent/Counselor/Student Conference

  When problems arise, parent involvement is encouraged in tracking student progress.

- Caseworker or Court Counselor/Counselor/Student Conference

  Caseworker or court counselor assists in goal setting and influencing student's progress

- Educational Conference

  To assist student in learning educational survival skills

- Transitional Conference

  Students are assisted in choosing a school whose program will meet their needs (goal setting).

AYOS office of student services utilizes various report methods to evaluate student progress.

- Student Need Assessment Form (attached)

  These forms are updated every thirty days and again at time of transition.

- Conference Sheets

  Contain all records of conferences

- A-1 Attendance Report

  Complete monthly report based on daily attendance

- Report Cards

  Academic and behavioral report issued to each student quarterly.

- Pre and Post Tests

  Administered by teaching staff

- Daily Progress Reports

  Issued by teaching staff

PROGRAM FORECAST

AYOS and the Multnomah County Education Service District have been jointly awarded funding by the Northwest Area Foundation for the purpose of researching and planning a critical thinking/writing development program for grades 7-12 in the alternative school classroom setting. The program will be designed to address the needs of the AYOS student - with the goals being over-all educational and social improvement: better attendance, growth in self-concepts, improved classroom behaviors and study skills.

The planning team will consist of three teachers (one from AYOS, two from MCESD) who will receive support and assistance from the MCESD Curriculum Co-ordinator and the MCESD Curriculum Math and Language Arts Specialists. One representative from the public school system and one from the community will also be members of the planning team.

The planned program will take two years to implement, after the planning year.

Copies of this report to:
Matthew Prophet, Superintendent, School District No. 1
Marv Rasmussen, Director of District Programs
Kan Yagi, Evaluation Specialist
Willard Fletcher, Superintendent Area I